

LC 152

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THE ELIMINATION OF ILLITERACY IN DALE COUNTY

REPORT OF A VISIT OF THE
RURAL SCHOOL AGENT



THE OLDEST PUPIL—MT. HEBRON SCHOOL. "SO I CAN READ MY BIBLE
AND EXPLAIN IT FOR MYSELF." (See page 27.)

PUBLISHED BY
THE ALABAMA ILLITERACY COMMISSION

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ILLITERACY IN ALABAMA—LET'S REMOVE IT.

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ALABAMA ILLITERACY COMMISSION.

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D. OF C.
OCT 13 1915

ILLITERACY IN ALABAMA—LET'S REMOVE IT.

Supt of Education.

MONTGOMERY, ALA., July 10, 1915.

SUPT. WM. F. FEAGIN,
Department of Education,
Montgomery, Alabama.

Dear Sir: I am herewith submitting a report of an official visit to Dale county, July 6-8.

I filled engagements at Pinckard, July 6; at Echo, Morgan and Beeman schools, July 7; and at Bethel and Mt. Hebron schools, July 8.

I discussed the subject of illiteracy at Pinckard and Beeman. At the last named place a plan for the organization of a school for adults was presented by Supt. R. L. Marchman, who accompanied me during the time I was in his county.

The purpose of the meeting at Morgan school was to discuss the advantages of consolidation of schools with the view of bringing together three schools within walking distances of each other. Those present received the plan very favorably.

I had the privilege of seeing some interesting work which was being done in the adult schools at Echo, Bethel and Mt. Hebron. This special report is to tell you of the observations made and of the campaign planned by the Dale County Illiteracy Commission.

THE ECHO SCHOOL FOR ADULTS.

This school is located in the extreme eastern part of the county, about eleven miles from Ozark. Prof. E. T. Riley, who is now teaching a two-month summer term completing the regular seven-month session begun last year, is a native of that particular section of Dale county.

When the Superintendent of Education called for volunteers to undertake the work of removing illiteracy in

his county, Prof. Riley responded, requesting that he be permitted to labor at Echo, his home district, with his own kith and kin and the friends of his boyhood. The requested assignment was given him.

The school has been in session nine days. The children of the district, ninety-one in number, are taught from 7 a. m. to 3 p. m. The adults assemble a little before three o'clock and begin their work at that hour.

At present there are thirteen attending the adult school. Their ages range from 34 to 63 years. Three of



THE ECHO SCHOOL—PUPILS AT WORK. THE MAN IN FRONT IS A TRUSTEE. HE RECENTLY SIGNED HIS SCHOOL REPORT, THE FIRST ONE HE HAS EVER SIGNED. (See page 31.)

them told me that they had never been to school before, two said that they had attended school a few days when they were children, but could neither read nor write. The education of four others is so meagre that they are properly classified illiterates. The remaining five could read and write.

The names and ages of those enrolled are as follows:

S. J. Amons.....	55 years
Mrs. S. J. Amons.....	48 years

Mrs. Mary A. Riley.....	53 years
Mrs. Jane Riley.....	56 years
Mrs. Lizzie Stuckey.....	49 years
Mrs. Sallie Stuckey.....	63 years
Mrs. Nancy Roney.....	55 years
Henry Woodham	41 years
Mrs. Lucinda Woodham.....	35 years
Morris Boothe	34 years
Marvin Driggers	36 years
Mrs. Elifore Deal.....	60 years
Mrs. Samantha Coker.....	62 years



FOUR GRANDMOTHERS AND THEIR GRANDCHILDREN. ALL ATTEND
THE SAME SCHOOL

In the above list are the names of four grandmothers, each of whom has two or more grand-children in the regular school. The roll also shows the names of two couples who attend the adult school and who have enrolled all of their children in the public school. One of these couples has two children, the other has five. The father of the five children is a trustee of the school he is attending. He has just learned to write his name. A few days ago he walked into Supt. Marchman's office

and said, "Did you see our school report?" "Yes," replied the superintendent. "Well," he replied, "I signed it and nobody didn't help me neither," and concluded his remarks, with, "I show am proud of it." (See page 31.)

The teacher of this school is certainly making good use of the opportunity before him. He has already succeeded in teaching his class to sign their names, and is now teaching them to read and write simple words.

Some of the "grown-ups" are using the primers of their children, others are learning to read the school



TWO FAMILIES. THE CHILDREN ATTEND SCHOOL FROM 7 a. m. to 3 p. m.
THE PARENTS, FROM 3 p. m. TO 5 p. m.

chart. One old lady had brought a newspaper to the school. She and another woman about the same age were trying to read the simple words in large type advertisements.

"How would you like to receive a paper printed in words that you could read?" I asked.

"I show would be glad to get it," was the reply, with a smile of appreciation.

As these grown pupils were leaving the grounds after school, one of them, a woman about forty-five years of

age, passed near me. I spoke to her. She stopped for a conversation, for most of them are willing to talk. While conversing with her I noticed that she held in her hand a small J. & P. Coats' thread box, upon which a name had been scribbled in every available space.

Pointing to the box, I said, "What is that?"

"My 'speck' box," she answered. "I wrote my name on it the third day I was in school. Tillman set the copy."

"I would like to have that box. I want to show my



THE FEMALE PUPILS OF THE ECHO SCHOOL

friends how well you have learned to write in so short a time."

Promptly removing her spectacles she presented the box, saying, "Take it, I can get a 'nuther one."

"What do you think of the idea of opening the schools to grown people?" I asked an old man who stood nearby watching me load my kodak.

"I think that 'tis the best thing ever done in this county." Commenting further, he said, "You need not think

them folks are not learning for they are. I am surprised that they can learn." Then followed the proof of the assertion that they are learning. He concluded by saying, "I am show there'll be lots more in school when they get through laying-by. There are lots more round here who can't read and write."

Another of the older citizens remarked in my hearing, "This is the best school we ever had taught here—



A NEW PUPIL. SETTING A COPY.

everybody is talking 'bout it." He referred to both the adult and regular school.

"Why are you in school?" was asked of a grandmother fifty-eight years of age.

"Cause I want to read and write like other folks."

Another elderly woman said, "I want to read the Bible and sing the songs out of the book."

"Do you know of others who will attend the school?" was asked of a male pupil.

"Yes, some of my tenants can't read and write, I want to get them to come, I am willing to help 'em out so they can get off."

I was told by a reliable party that at a recent election held in Dale county to determine the question of eradicating the cattle tick, one man, who resides in the territory of an adult school, called for a marker and said, "This is the last time anybody's going to mark my ticket. I am going to school and learn how myself."



MRS. JANE RILEY. SIX DAYS IN SCHOOL.

The adult school at Echo is quite democratic. The absence of all formality is very apparent. The teacher and male pupils leave their coats at home and the women come to school dressed in their regular home dresses. All titles are omitted by teacher and pupil in addressing each other. The teacher calls his pupils by their given names. For example: Mary, Jane, Henry. In turn, he is called Tillman by them. Most of his pupils have known him all of his life.

I asked Prof. Riley what effect the adult school was having on attendance upon the regular school. He replied :

"There are sixty-one pupils in this district—fifty-nine of them have been enrolled. One is sick and there is a satisfactory reason why the other one is not attending. In addition to the fifty-nine, I have enrolled thirty-two pupils who live in other districts. My total enrollment is ninety-one, not including the thirteen adults.



THE TEACHER; HIS MOTHER, WHO HAS JUST SIGNED HER NAME FOR THE FIRST TIME IN FORTY YEARS; AND HIS THREE CHILDREN.

"Do they attend regularly?"

"They do, and the discipline of the school is excellent." Then turning to another part of the room, he said, "Come over here, I want you to meet my mother. She is one of my pupils. She is fifty-six years of age and wrote her name a few days ago for the first time in forty years. I have three children in school."

"I wonder if you and your mother will permit me to make a picture of the three generations and consent for

me to use the picture as I go about over the State telling others of the good work you are doing?"

"We certainly will. If the picture will help the cause, take it and make the best possible use of it."

The time spent at the Echo school was filled with interesting incidents. I haven't time to relate more of them, for I must hasten to relate experiences of the day following, which were equally as interesting to me.

While enroute to another appointment we met a district trustee, who referred to the school at Echo and asked, "Why can't we have one of them schools?"



FOUR PUPILS EN ROUTE TO THE ECHO SCHOOL.

Supt. Marchman replied, "The teacher of your summer school will be here next week. If she will not teach the adults, I shall endeavor to find some one who will."

And the trustee said, "I'll go if it is started."

We spent Wednesday night at Ozark and I went to Newton Thursday morning. Prof. Marchman had told me of two schools near there, in which only illiterates and near-illiterates were enrolled. In other words, there was no unfinished public school term being taught. These are the Bethel and Mt. Hebron schools, and the

teachers are two young ladies, who live in Newton within one hundred yards of each other.

THE BETHEL SCHOOL FOR ADULTS.

Immediately upon arriving at Newton, I called at the home of Miss Cordie Vickers, the young lady who is teaching the adult school at Mt. Hebron. I was inform-



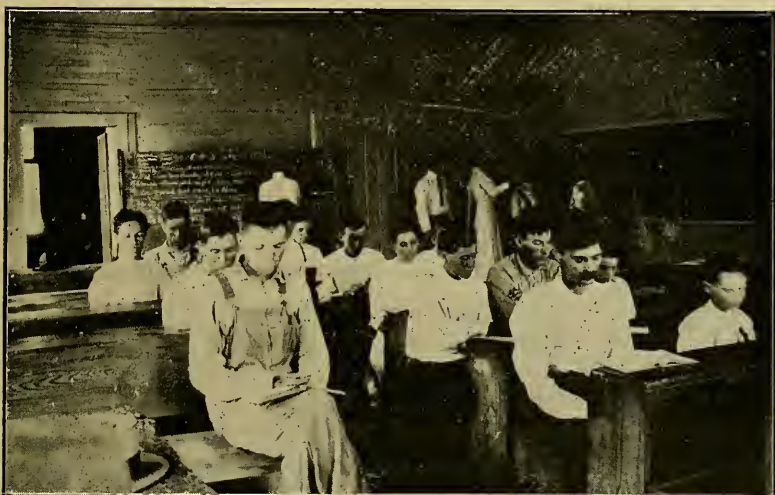
MISS CORA STEWART AND HER MOTHER. "CORA TALKS ABOUT THE SCHOOL ALL THE TIME."

ed by her sister that she was in the country teaching grown people, and was staying out there with them.

I then went to the home next door. In response to my knock, a stately young woman about five feet, seven inches tall, with dark eyes and brown hair and possessed of a bright smiling face, greeted me with a gracious, "Good morning." I was in the presence of Miss Cora Stewart, the young teacher who is doing a work of love for the less fortunate people of the Bethel School district.

"You must excuse my personal appearance," she said, as she brushed the tresses of hair from a face flushed from heat, "I was just making a fire in the stove to cook dinner. Mother and I have been at work putting the yard in order this morning, and I do not feel presentable."

"Never mind your personal appearance," I replied. "You are presentable, however. Even if you were not I



THE BETHEL SCHOOL.—STUDY HOUR.

would not observe it, for I am thinking of what you are and what you are doing. Sit down and tell me about your school for adults. I have heard of your work and want to learn more about it in order that I may tell other interested teachers who would do a similar work if they only knew how."

"What prompted you to enlist in this work?" I inquired.

"I felt that I wanted to help the people who wanted to learn. I think we teachers and any others who love

humanity can afford to give of our time and talent to those grown people who want to learn and are willing to go to school."

"Would you mind telling me your age, where you were educated, and something of your experience as a teacher?"

"Why no! I am twenty years of age, was educated at the Baptist Collegiate Institute of this place, and taught last year at Robinet school. It was my first experience as a teacher."

"Where is the Bethel school, and why did you decide to take the work there?"

"It is about four miles from Newton. I am teaching there because the county superintendent assigned me to that school. You see, I volunteered."

"Yes, Supt. Marchman is doing a great deal of work in the campaign and these unlettered people appreciate it too." And then in a burst of enthusiasm, she continued, "Why, those are the most appreciative people I ever saw. It makes you feel so good to work with them."

"Are they learning?" was asked.

"You would be surprised to see how readily they do catch on. They are so faithful, they are certain to learn."

She then arose, rushed into her room and brought out some specimens of penmanship. "This was done in two days; this in one, and this in three."

"You do not mean to tell me that illiterates did that work?" I asked.

"Yes sir, I do. Not one of the three has ever been to school or has ever written his name before. Of course, they learn this by following the copy. It is mechanical with them now, but they will learn to write. I have no doubt of it."

"If you hear anybody say that it can't be done, tell them it can. If they say 'grown-ups' do not want to

learn, tell them they do not know the hearts of such people."

"Two of my grown boys came by this morning and asked what books to get. They had ridden six miles so as to be ready for this afternoon's session of school."

"What did you tell them to get."

"A first reader. You see they are so anxious to read. I am teaching them the words from the blackboard and chart."



FINDING WORDS IN THE BIBLE. THE TEACHER PRINTS AND WRITES WORDS ON THE BOARD. THE PUPIL IS GIVEN THE CHAPTER CONTAINING THE WORDS AND SENTENCES AND ASKED TO FIND THEM.

"Have you ever tried teaching them the easy words in newspaper advertisements?"

"No. I am so glad you suggested that plan. I'll try it. I tell you what I am doing for some who are anxious to read the Bible, and most of the older ones are. I am putting simple words on the board and asking them to find the words in the Bible. Sometimes it takes a long

time, but not a single one has yet failed. They look until the word is found and then I am given the pleasure of hearing the joyous 'Here it is.' "

"One of my pupils swapped work with a neighboring farmer last week in order that he could get off this week to enter school. Do you not think he was anxious to come?"

"How do you get to your school?" I asked.

"Yes, I want to tell you of a little boy, one of my pupils of last winter's school, who drives me to Bethel



BEN WORD, THE ASSISTANT.

every afternoon. His name is Ben Word. He is my assistant and is just as enthusiastic about the school as I am."

"Do you mean that he assists you in teaching?"

"Yes, and is successful. The pupils call on him. As we came home from school the first afternoon, Ben said to me, 'Miss Cora, I have never seen anything like this since I have been in the world.' "

"We leave home about 12:30 p. m. every day. We drive the mule. You see crops are about laid by now. I open school at 2:30 and teach until 5:00 o'clock. I always like to get to the school before the pupils arrive, but it seems to be impossible. Most of them are waiting for me when I get there."

Supt. Marchman joined me at noon. We went to the Bethel school to be present at the afternoon session. About one-half mile from the schoolhouse Miss Stewart



SEEKING A NEW SCHOLAR. "I'LL BE THERE NEXT WEEK, MISS CORA, ON MONDAY MORNING. LOOK FOR ME."

had stopped and was talking to a farmer about entering school. She was seeking a new pupil. As we approached them, he said, "Well, I have about finished my work now and I am going to school next Monday. When I do begin I am going every day."

Miss Stewart introduced me to him. He remarked to Supt. Marchman, "This is the greatest thing that's ever been put on foot in Alabama. It looks like somebody

is going to work for nothing, to help the poor fellow who didn't have the chance."

"Can you write your name?" I inquired.

"No sir, and I am sorry to say I can't read a line."

Then followed this story:

"I am fifty-eight years old. I was four years old when the war came on. My father had just moved to Alabama from South Carolina. He had bought a farm and paid \$900.00 on it. It was under mortgage for the



WHILE AWAITING THE ARRIVAL OF THE TEACHER, THEY INSTRUCT EACH OTHER.

balance. He left for the war and was killed. Then I had to help my mother with a family of seven other children, and I have never had a chance till this day."

As we left, he said, "I'll be there next week Miss Cora, on Monday morning. Look for me."

As we approached the school building "the scholars" were awaiting the arrival of "our teacher." As I entered the building with Miss Stewart, I observed one young fellow attempting to follow a copy set by another who

had evidently been in school a day or two longer. A number of others were looking on.

In observing the work of the afternoon, I learned that when one of the pupils gets an idea or learns anything, he is eager to give it to another. In this way, they are teaching each other at the same time that they are being taught.

While in the Bethel school I asked a married woman, apparently about forty years of age, why she wanted to learn to read and write. Her reply was, "So I can write to my mother, who lives forty miles away."

"Do not let her know you are in school until you write your first letter, and then tell her in it that you have learned to write," I said.

"I have done written her; I just couldn't help it."

One elderly man who was reported to me by Miss Stewart, as having a fair education, told me that he had entered school to encourage others to come; that he was going to assist the teacher all he could by encouraging her in her work.

When I asked Miss Stewart for a roll of her pupils, this man remarked, "Don't forget to put down the name of Eli," and turning to me, he said, "He is my son-in-law. He was here yesterday and day before. He couldn't come today as he had to go to Newton to meet the train. He nearly cried because he had to miss school."

"How old is your son-in-law?"

"He is twenty-two years of age and had never been to school until Miss Cora began this school. He can sign his name now."

The following roll of pupils with their ages and educational advancement was supplied by Miss Stewart:

<i>Name and Age</i>	<i>Education</i>
Mrs. Sarah Williams, 31.....	Illiterate
Miss Fannie Williams, 39.....	Illiterate
Cleveland Williams, 23.....	Illiterate

Bud Williams, 25.....	Illiterate
Lonie Thomas	Illiterate
J. H. Thomas, 17.....	Illiterate
Henry Thweatt, 24.....	Meager
Bennie Lee Smith, 17.....	Meager
Miss Onie Dunaway, 36.....	Illiterate
J. R. Adkins, 41.....	Fair
Sam Smith, 15.....	Meager
Eli Butts, 22.....	Illiterate
Jim Williams, 21.....	Illiterate
Ramon Williams, 12.....	Illiterate
Amos Williams, 11.....	Illiterate
R. E. Williams, 37.....	Illiterate
Irch Arkins, 29.....	Illiterate
Cliff Ming, 17.....	Meager
L. J. Thomas, 29.....	Illiterate
J. C. Smith, 20.....	Illiterate

At 3:30 o'clock, after having secured several views of the school and the pupils at work, Prof. Marchman and I drove to the Mt. Hebron school five miles away.

MT. HEBRON ADULT SCHOOL.

Miss Cordie Vickers, the young woman who is teaching this school, is about twenty-one years of age. Her home is at Newton. She has taught two sessions in the public schools of Dale county. Last session she was a pupil in the Baptist Collegiate Institute at Newton.

When we arrived at the school the afternoon's work had been finished. Miss Vickers, having been previously notified of our coming, was holding the pupils for us.

"You too, are a volunteer in this campaign against illiteracy?" I said as I entered the building.

"Yes," was her reply. "I had the privilege of attending school last year and I saw in this work an opportunity to spend a part of my summer profitably, and at the same time, in serving others."

"How long has this school been in session?"

"Only three days. You see we are just getting organized."

"Do you think you are going to enjoy the work?"

"Oh, I know I shall. I already like it. It makes one feel so good to know that she is doing something that will help other people."

"Do you spend the nights at home?"

"No, I stay out here. I live around with the people.



MISS CORDIE VICKERS, THE TEACHER, WHO LIVES WITH HER PUPILS.
"IN THIS WAY I GET A BETTER HOLD ON THEM."

One of the men in school told me today that if I had rather stay at one place the people would raise the money to pay my board."

"What are you going to do about it?"

"I am going to continue to live around with them. You see, I can get a better hold on my pupils in that way."

"I want to show you what one of them did today in the way of writing his name on the board," and there on the board I saw a name which was very easily read.

"I set a copy for him yesterday. He practiced on it last night and today was able to go to the board and write it without the copy."

"Can that pupil read?"

"No, he cannot read. He has never been to school before. I have just given him his first lesson in reading, and I feel sure he is going to learn. There is one thing



THE MT. HEBRON SCHOOL—THE THIRD DAY AFTER ITS ORGANIZATION.

about these grown-up pupils, which is encouraging. They believe they are going to learn."

"How long are you going to teach this school?"

"Just as long as my pupils will come. Of course, I mean during the summer."

"How many pupils have you enrolled?"

"We opened school with seven, two others came yesterday, two enrolled this morning, and three others this afternoon. "Look," she said, "There is one of my new pupils; there is another, and the woman back there with the baby in her arms is the third."

In the three persons designated, I saw two men, each of whom was fully fifty years of age, and a young mother of about twenty-one.

"Can either of the three read and write?"

"Only the man over there by the second window. By the way, he is one of the trustees of this school. The woman went to school for a little while in childhood. The gray haired man is wholly illiterate.



-A-PRIMER CLASS. TEACHING THEM IN TERMS OF THEIR EXPERIENCES.

"Here is the roll of the school. It will give some information about each pupil."

<i>Name and Age</i>	<i>Education</i>
Mrs. Elizabeth Thomas, 60.....	Illiterate
Mrs. Lizzie Nickols, 32.....	Meager
J. O. Campbell, 30.....	Illiterate
Vance Keele, 15.....	Illiterate
Miss Joe Williams, 20.....	Illiterate
Mrs. Jennie Clarke, 20.....	Meager
Harrison Nickols, 14.....	Meager

Mrs. Martha Ann Deal, 63.....	Illiterate
Jesse Gillis, 12.....	Meager
J. F. Beasley, 58.....	Meager
Doyle Crofford, 12.....	Meager
J. W. Nichols, (?).....	(?)
J. T. Cheshire, 13.....	Illiterate
A. K. Beasley (?).....	Illiterate

Supt. Marchman introduced me to a middle-aged woman, who was at the school to encourage the work.



MT. HEBRON SCHOOL—THE TEACHER IN THE DOORWAY. THE EX-SCHOOL-TEACHER WIFE, THE HUSBAND, THE TRUSTEE AND THE YOUNG MOTHER. "CAN I HOLD MY BABY IN THE PICTURE?"

She impressed me as being possessed of intelligence above the average. In the course of a conversation with her, she told me that her husband was one of the new pupils, and said, "I am certainly interested in this work and am so glad that he is coming to school. I want him to learn to read and write."

I was afterwards informed that this woman was a graduate of the old Columbia High School, a good institution in its day, and that she had taught school for

a number of years and is now a strong factor for good in the community about Bethel school.

Just then her husband approached and told the story of his life. It was another instance wherein the war took the father from the home, and the responsibility of supporting mother and the children fell upon the eldest boy's shoulders. "When I did get a chance to go," he said, "I was too old and ashamed. I am not ashamed now and I am coming."

Miss Vickers introduced me to an old woman. In appearance she was the oldest adult pupil I had seen in any of the schools visited. She must have been at least seventy years of age.

"How old are you?"

"I don't know," she said, "I think about sixty."

"Have you ever been in school?"

"I never had no chance," she replied in broken tones.

"Why do you want to learn to read and write?"

"So I can read my Bible and explain it for myself."
(See title page.)

"Do you think you will be satisfied to come to school throughout the term?"

"I know I will," was the reply feelingly given.

As the sun was sinking in the West, the interesting little school teacher, the heroine of Mt. Hebron, walked down "the big road" to the home of one of her "no-chance" pupils to spend the night.

Such work as hers appeals to me as a more patriotic service than doing duty in the trenches of some hotly contested battle field.

THE DALE COMMISSION—ITS PLANS AND WORK.

The Dale County Illiteracy Commission is composed of Supt. R. L. Marchman, Chairman, Pinckard; M. Dowling, Secretary, Ozark; Mrs. C. S. Daniels, Daleville; Dr. W. D. Mixson, Midland City; Miss Mary Dean, Arlton; Mrs. J. M. Carmichael, Ozark.

Supt Marchman recently issued a call for volunteers to teach. Several teachers have already offered their services and three schools are now in operation; two will be organized next Monday; and ten others within the next three weeks.

Public meetings have been held in thirty school districts by the county superintendent of education, who is unusually active in pushing the campaign. The sec-



NEVER IN SCHOOL BEFORE. "DIDN'T HAVE A CHANCE?"

retary has delivered several addresses urging the importance of the movement. He and the other members are showing an active interest in the cause. These meetings have resulted in stimulating interest in the movement and an expressed desire from many districts for adult schools.

The observations made while in the county lead me to believe that the chief need the commission now faces is an additional number of volunteer teachers to do the

work. The people are unquestionably ready for it.

The campaign is being conducted along two specific lines. Teachers of unfinished public school terms are urged to open school earlier in the morning than is the custom in order to complete regular school work. The children are then dismissed and the adults are taught for two hours. Another, and probably a more effective plan, is to teach afternoon schools without any connec-



SUPT. R. L. MARCHMAN AND THE DISTRICT TRUSTEE WHO ASKED,
"WHY CAN'T WE HAVE ONE OF THEM SCHOOLS?"

tion with summer schools for children of school age. Both plans are working successfully in the county.

The plan of teaching those who will not attend school is to be begun in their homes, and at a later date, if conditions justify it, moonlight schools are to be organized.

I desire to call special attention to the course being pursued in organizing the schools and the method employed to secure an attendance of adults.

Before a school is organized the superintendent secures the assistance of one or more of the district trus-

tees, the teacher, or some interested citizen, in making a house to house canvass of the district and in listing the names of all illiterate persons. A public meeting, to which a general invitation is given every person in the district, is then called.

At some time during this meeting those present who will talk are given the opportunity to do so. Good results are secured when this meeting resolves itself into an old time experience meeting. Following the volunteer talks, an invitation to enroll is given both the literates and illiterates who are present. A volunteer teacher is then assigned to the school, and the time of opening agreed on. The county superintendent and teacher are present at the appointed time.

The first meetings thus far held in Dale county have been successful in every particular, because they were properly worked up. Those who attended have gone to their homes, champions of the cause, and are proving instrumental in securing the attendance of others.

The teachers of the three schools mentioned in this report continue active in their efforts to find other adult pupils and are successful. When a pupil is once enrolled he begins to look for another; a number have already been reached in this way.

I was impressed with the statement made by the teachers, that their schools continue to grow and that they have lost no pupils after once enrolling them.

The commission, teachers and others have been very tactful in handling the whole situation, and as a result they have secured a ready response from those whom they would assist.

The commission uses a very attractive and effective letterhead for its correspondence. I am herewith attaching a copy.

Respectfully submitted,

J. B. HOBDY,
Rural School Agent.

Dale County Illiteracy Commission.

Appointed by Alabama Illiteracy Commission, and to serve without pay to assist all White Persons in Dale County of 10 or more years of age to learn to read and to write.

OZARK, ALA., July 14th, 1915.

R. L. MARCHMAN, CHAIRMAN,
PINCKARD, ALA.
M. DOWLING, SECRETARY,
OZARK, ALA.
MRS. C. S. DANIELS,
DALEVILLE, ALA.
DR. W. U. MIXSON,
MIDLAND CITY, ALA.
MISS MARY DEAN,
ARIION, ALA.
MRS. J. M. CARMICHAEL,
OZARK, ALA.

1495 Illiterate White Persons in Dale County of 10 and more years of age.

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536 Illiterate White Voters in Dale County.

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605 White Women in Dale County can neither read nor write.

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453 White Persons from 10 to 20 years old in Dale County can not write their names.

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To assist in removing illiteracy from Dale County volunteer service is solicited from teachers, ministers, farmers, merchants, musicians, lawyers, doctors and public spirited citizens.

Mr. J. B. Hobdy,
Rural School Agent,
Montgomery, Ala.
Dear Sir:-

The enclosed copy of school report shows the signature of Mr. S. J. Amos who has just learned to write his name. Mr. Amos is a trustee of Echo school, and is attending the school for adults at that place. I am sending this report according to my promise to you a few days ago.

Yours truly,

R. L. Marchman.

Co. Supt. of Education.

District Trustee.

We approve the above report

W. A. S. Tuckey

District Trustees

S. J. Amos

Dist.

teachers' monthly reports must be kept on file in the office of the superintendent should bind the teachers' reports for each month in the file of your county should pass a general resolution authorizing the superintendent who has filled out and filed with you a monthly report in accordance with the contract of such teacher as made with the County Board. In the resolution of the County Board.

ILLITERACY MUST GO.

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